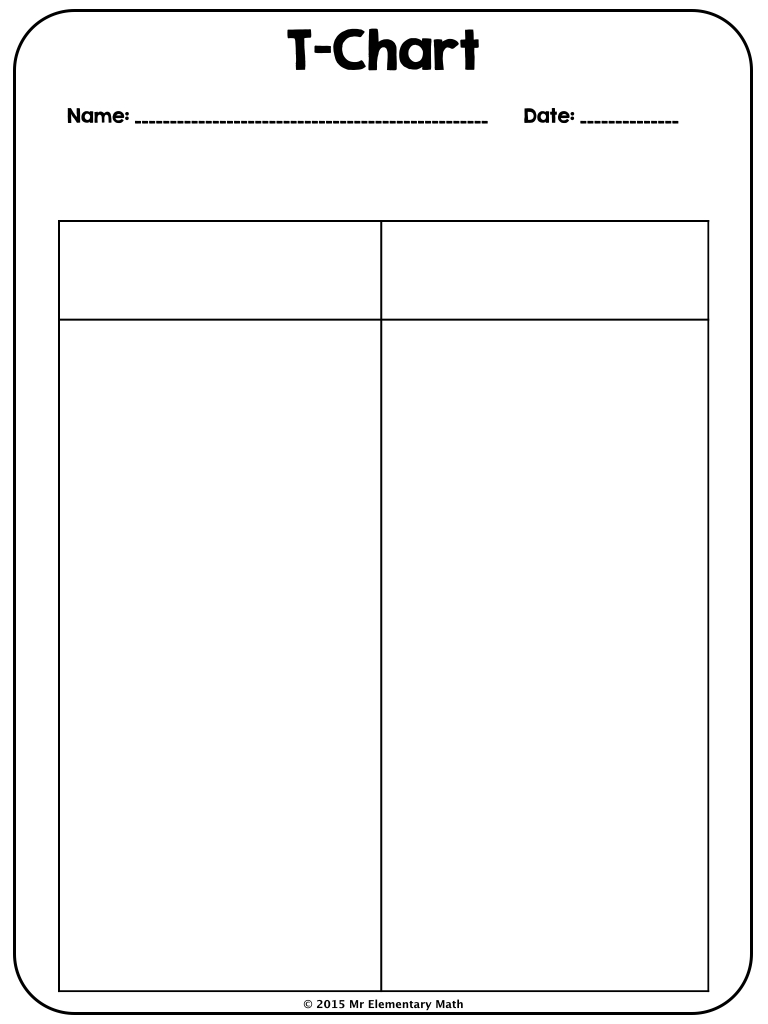
**Prior Knowledge: Basic knowledge of Chinese New Year and Moon Festival customs, nationalities, expressing likes/dislikes**

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| **Language Level** | **Mandarin FLEX**  **Novice Mid-High** | | **Grade** | | **Middle School** | **Date** | Teacher’s Discretion | | **Day in Unit** | | **1** | **Minutes** | **60** |
| **Unit Theme, Topic, and Question** | **Contemporary Life/Celebrations? What do people celebrate?** | | | | | | | | | | | | |
| **Daily topic:** | Significant celebrations in China | | | | | | | | | | | | |
| **STANDARDS** | **LESSON OBJECTIVES** | | | | | | | | | | | | |
| What are the communicative and cultural objectives for the lesson? | **Communication**  *and*  **Cultures** | *Which modes of communication will be addressed?* | | **Learners can:**   * Categorize festivals in China and America * Recognize cultural artifacts used in Chinese celebrations * List important festivals celebrated in China | | | | | | | | | |
| * Interpersonal | |
| * Interpretive | |
| * Presentational | |
| **If applicable,** indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson. | **Connections** | Social Studies: Connect to other cultures by exploring Chinese festivals. | | | | | | | | | | | |
| **Comparisons** | Compare how people celebrate around the world to one’s own celebrations. | | | | | | | | | | | |
| **Communities** | Goal-setting: By the end of this unit, students will be able to talk about how people celebrate in China and at home and make comparisons. In addition, students will locate places in Chicago’s Chinatown where festivals are celebrated and notice opportunities for participation. | | | | | | | | | | | |
| **Common Core** | Speaking and Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. | | | | | | | | | | | |
| **Lesson Sequence** | **Activity/Activities**  What will learners do?  What does the teacher do? | | | | | | | **Time\***  How many minutes will this segment take? | | **Materials • Resources**  **•Technology**  Be specific. What materials will you develop? What materials will you bring in from other sources? | | | |
| **Gain Attention / Activate Prior Knowledge** | * Write or project the word “节日 (Festival)” for students to see as they come into the room. * On every student’s desk, place a picture of one of the four main Chinese festivals or American holidays. * Ask students to put the pictures into two circles, deciding as a class whether it is an American or Chinese holiday (Remember- at this point- students do not have to know what the festival is.) * Call on some students to place an image into one of the two labeled circles. * Say, “Do you think this an American holiday or Chinese festival? 这个节日是美国的还是中国的?” * Reinforce with the class, “Ok, so this is a Chinese festival,” or “Ok, so this is an American holiday.” | | | | | | | 10 min. | | Two hula hoops or two large circles drawn on a whiteboard or Smartboard.  Images, such as postcards, photos, etc., of Chinese festivals.  Looking for postcards?  <https://www.zazzle.com/chinese+festival+postcards> | | | |
| **Provide Input** | * Continue to use the two different hula hoops or a T-chart to begin to identify how to say major Chinese and American holidays. * Lead the class by sorting terms into two groups: American holidays and Chinese festivals. * Students will fill-in the vocabulary list handout by circling around the room? | | | | | | | 10 min. | | [Flashcards and terms for Festivals/Holidays](https://drive.google.com/open?id=0B3_jd7ZzKzK1RG45X2NDNE1rOFk)  Handout: Vocabulary List entitled, “What are some celebrations in China and at home?” (See below). | | | |
| **Elicit Performance / Provide Feedback** | * Tell the students “Turn to the person next to you and practice inquiring; “What are some festivals in China? What are some holidays in America?” * Partners will respond with: “China has \_\_\_\_\_ (festival), America has \_\_\_\_\_ (festival). China and America both celebrate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” | | | | | | | 10 min. | | Paper with two circles or T-chart to be used alongside the flashcards on festivals and holidays. | | | |
| **Provide Input** | * After interpersonal exchanges, return to whole class instruction to reinforce vocabulary. * Draw a box with four squares and label the four festivals. * Using the images from the start of class, ask: “What festival is this?” Place the image in the box. | | | | | | | 5 min. | |  | | | |
| **Elicit Performance / Provide Feedback** | * Bring out a “China Mystery Box” full of festival artifacts * As an object is drawn out, ask students, “你看到这个这个代表什么节日?” “Look at this… Which festival does this object represent?” * Using their vocabulary sheet and flash cards, ask students to hold up the card that corresponds to the object. For example, if you hold up a red envelope given during Chinese New Year, students should hold up the flash card that says, “Chun jie- Spring Festival.” Then, as a class, everyone repeats, “Chun jie.” | | | | | | | 10 min. | | Objects may include things from various Chinese festivals: wrapped moon cake, red envelopes, spring couplets, dragon puppet, firecrackers, small lanterns, etc. | | | |
| **Closure** | * In pairs, complete the Interpretive Task “Festival Greeting Cards.” | | | | | | | 5 min. | |  | | | |
| **Enhance Retention & Transfer** | For homework, students watch additional videos on festivals and prepare to share one or two new things they will learn with their classmates, when the class meets again. | | | | | | | 1 min. | |  | | | |
| **Reflection** **– Notes to Self**   * What worked well? Why? * What didn’t work? Why? * What changes would you make if you taught this lesson again? * ???? | Later in the unit, bring the hula hoops together to make the following comparison:   * + Thanksgiving is similar to the Moon Festival.   + Qingming is similar to Halloween or Day of the Dead.   + Christmas is similar to Chinese New Year.   + Dragonboat festival is unique to China, somewhat similar to The Super bowl or March Madness. | | | | | | | | | | | | |



**Handout #2: Vocabulary List 名字：\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**中国有哪些节日？**

**Zhōngguó yǒu nǎxiē jiérì?**

**What are some celebrations in China?**

*Learning Goal: Inquire about what celebrations take place in China and America; begin to learn about how Chinese celebrate its main festivals*

|  |  |  |
| --- | --- | --- |
| Chinese characters | Chinese pinyin | English vocabulary |
| 节日 | jiérì | Festival/Holiday |
| 中国有哪些节日？ | Zhōngguó yǒu nǎxiē jiérì? | What are some celebrations in China? |
| 中国的节日有。。。 | Zhōngguó de jiérì yǒu... | China has a festival called \_\_\_\_\_\_\_\_\_\_. |
| 美国的节日有。。。 | Měiguó de jiérì yǒu... | America has a holiday called \_\_\_\_\_\_\_\_\_\_\_\_. |
| 美国和中国都有。。。 | Měiguó hé zhōngguó dōu yǒu... | China and America both have a celebration called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| 春节 | chūnjié | Spring Festival |
| 清明节 | qīngmíng jié | Tomb-sweeping Day |
| 端午节 | duānwǔ jié | Dragon Boat Festival |
| 中秋节 | zhōngqiū jié | Moon Festival |
| 美国有那些节日？ Měiguó yǒu nǎxiē jiérì? **What are some American holidays?** | | |
|
| 感恩节 | Gǎn'ēn jié | Thanksgiving |
| 复活节 | Fùhuó jié | Easter |
| 圣诞节 | Shèngdàn jié | Christmas |
| 万圣节 | Wànshèngjié | Halloween |
| 超级碗 | Chāojí wǎn | Superbowl |
| Other Chinese Festivals: 冰雪; 冬至，国庆节 Bīngxuě, dōngzhì, guóqìng jié Ice and Snow Festival, Winter Solstice, National Day Other American Festival: 劳工节， 纪念日，独立日，总统日，父亲节， 母亲节 Labor Day, Memorial Day, Independence Day, President’s Day, Father’s Day, Mother’s Day  Qítā měiguó jiérì: Láogōng jié, jì jié, dúlì rì, zǒngtǒng rì, fùqīn jié, mǔqīn jié | | |

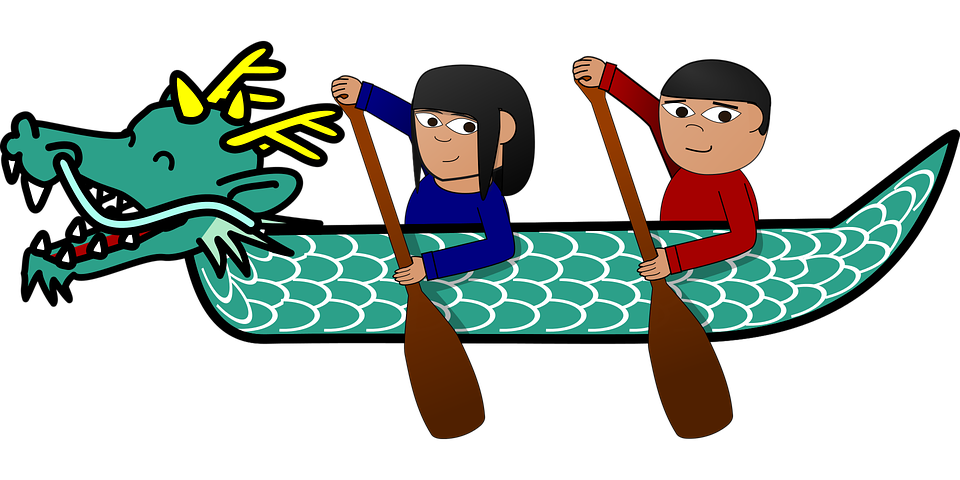
**Festival Greeting Cards**

**Interpretive Task**: In pairs, look over these Chinese Greetings Cards located below and identify the characters that are present in every image. Highlight the common characters, then think about what these words mean.

1. Identify the festival in each image
2. Write the vocabulary terms associated with each image





#1 #2 #3 



#4 # 5 # 6